

ARTIFACT 5A: CLIMATE SURVEY ANALYSIS

Wendy Edney, Ed.D.

NC Teacher Conditions Survey Site

- <http://ncteachingconditions.org/>

The Eight NC Teacher Working Conditions Constructs

- **Time**—Available time to plan, collaborate and provide instruction and eliminating barriers to maximize instructional time during the school day.
- **Facilities and Resources**—Availability of instructional, technology, office, communication, and school resources to teachers.
- **Community Support and Involvement**—Community and parent/guardian communication and influence in the school.
- **Managing Student Conduct**—Policies and practices to address student conduct issues and ensure a safe school environment.
- **Teacher Leadership**—Teacher involvement in decisions that impact classroom and school practices.
- **School Leadership**—The ability of school leadership to create trusting, supportive environments and address teacher concerns.
- **Professional Development**—Availability and quality of learning opportunities for educators to enhance their teaching.
- **Instructional Practices and Support**—Data and support available to teachers to improve instruction and student learning.

Teacher Working Conditions Site

- **New reporting for results!** This year on the results page are icons beside your school's name that show your data in three new ways:
- **Detailed Results** for your school are presented that show your school's results in a bar with colors that indicate the response breakdown for each question on the survey. The district and state results are also shown for each question for comparison.
- **Summary Results** are presented for your school as a snapshot view in each of the main constructs of the survey.
- **Summary Comparison Results** are provided to you this year so that you may compare to the 2008 results to determine areas of growth.

NC Teacher Conditions Survey Site

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□ Illustrate how to access for district and school:

□ **Detailed Results**

□ **Summary Results**

□ **Summary Comparison Results**

□ Illustrate the drill down tools

□ <http://ncteachingconditions.org/2010drill-down-tools>

Artifact 5A: Climate Survey Analysis

- Reference pages 65-73 of the MELS Handbook
- The analysis of the climate or TWCS will include data related to the eight areas that the NC State Board of Education has identified to measure. These areas include time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, and instructional practices and support. The candidate will utilize the data to later develop the needs assessment in artifact 5B.

School Climate

□ Cultural Factors:

- Respect
- Trust
- Morale
- Cohesiveness
- Caring
- Safety

Why does school Climate Matter?

- Positive school climate for students=
 - ▣ Fewer behavioral and emotional problems
 - ▣ Increase academic success
 - ▣ Prevents antisocial behavior
 - ▣ Creates smoother transition into new school
- Positive school climate for teachers/admins=
 - ▣ Increased job satisfaction

Expectations and Evidences

- Artifact 5A Expectations and Evidences

Grading Rubric

School Culture and Safety					
Cultural Advocacy and Action Plan (CAAP)					
Key Artifacts: TWCS/Climate Survey Analysis, Needs Assessment, School Environmental Analysis, Cultural Competency Audit, Graphical Organization Chart.					
Assignment	Description	Emerging	Developing	Proficient	Accomplished
Part A: TWCS Analysis/Climate Survey Analysis	The analysis of the climate or TWCS will include data related to the five areas that the North Carolina State Board of Education have identified to measure. These areas include empowerment, leadership, facilities, resources, and time. The candidate will utilize the data to develop the needs assessment.	Climate analysis minimally references the TWCS to partially examine data related to empowerment, leadership, facilities, resources and/or time.	Climate analysis clearly references the TWCS to partially examine data related to empowerment, leadership, facilities, resources and/or time.	Climate analysis clearly references the TWCS to examine data related to empowerment, leadership, facilities, resources and time.	Climate analysis demonstrates collaboration with others in addition to examination of the TWCS to analyze data related to empowerment, leadership, facilities, resources and time.

South Carolina Students

□ Options for Artifact 5A:

- 1. If you can gather sufficient data with respect to the 8 constructs (time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, and instructional practices and support), use what you have to develop Artifact 5A, your climate survey analysis.
- 2. If you feel as if your data is insufficient, identify a NC school that is close in proximity to yours. Seek permission from that school's leadership to work through the CAAP (Artifacts 5A – 5E) with their school. So, artifacts 5A – 5E will be about that particular school. Remember, though, that 5E will be completed in your fifth and final course.
- 3. Identify a NC student in this class who is willing for you to work with him/her on this artifact. He/she should be within close proximity so that you can meet to conduct some of the activities associated with the CAAP (Artifacts 5A – 5E).

School Climate Resources

- To learn more about school climate, the link below is an excellent resource:
 - <http://www.schoolclimate.org/climate>

School Administration



- Remember to always work closely with your school administrative team as you complete your assignments. Seek their advice as you work through your artifacts.

Due Date

- January 30, 2012
- Submit one document and not multiple ones. Include all the items from the Expectations and Evidences list in one document.

Submit to instructor and to TaskStream

- This artifact will be submitted to me to grade.
- After I have graded it and returned it to you with suggestions for revisions, you should make revisions and then upload into TaskStream.

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